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ABSTRACT

This teaching unit on self awareness is part of the Consumer and Family Studies Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains nine lessons designed to encourage students to examine and become aware of themselves and their environment. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (IRA)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#160

A CAREER UNIT FOR GRADES 1 AND 2

SELF-AWARENESS

(Consumer and Family Studies Career Cluster)

CE 025 880

September, 1977

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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SELF-AWARENESS

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Consumer and Family Studies Career Cluster

SELF-AWARENESS

RATIONALE

Career Education is a process of becoming aware of one's self and the world of work. At an early age children observe their environment and experience many characteristics of self. This unit is designed to encourage them to examine and become aware of themselves and their environment.

GOALS

Through this unit, students will:

-Become aware of their own social, mental, physical, and emotional characteristics.

-Gain an acceptance of their self-characteristics.

-Learn to respect themselves and others.

-Become aware of their own environment.

-Develop a feeling of competency.

-Learn to recognize and accept their emotions.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

-Give an oral description of him/herself.

-Tell 3 activities they do well and one activity at which they would like to improve.

-Describe a situation that would make them happy and a situation that would make them sad.

-List 2 jobs they do at home or school and why the jobs are important.

ENTRY LEVEL ASSESSMENT
(To be used as pre-test as well as a post-test.)

Use this informal inventory to determine class awareness of self:

1. What can you tell me about yourself? What do you look like? What can you do? Where do you live? Who do you live with?

2. Tell me some activities you can do very well.

3. What things do you have difficulty doing?

4. Describe a situation that would make you feel happy.

5. Describe a situation that would make you feel sad.

6. List some jobs you do at home or school. Why is each job important?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

-Films, as listed.
-Study Prints as listed.
-Books as listed.
-Film projector.
-A variety of art materials.
-Task cards.

Films:

Our Angry Feelings
Getting Angry
What to Do about Angry Feelings
When You Grow Up

Soundstrips:

SS	177	Sometimes I Feel
SS	177	Acceptances of Differences and Recognition of Responsibilities
SS	179.9	Who Do You Think You Are?
SS	179.9	Me, Myself and I
SS	179.9	All Alone: Me First: Who Me?
SS	179.9	Guidance: Values
SS	179.9	I Can, Set 1 and 2
SS	152.1	Myself and Me
SS	301.1	Importance of You
SS	179.9	Joy of Being You

Books:

Title	Dewey Number	Author
Who Am I?		Behrens
Is It Hard? Is It Easy?		Green
How Do I Feel?		Simon
Smallest Boy in the Class		Beim
The Cheerful Quiet		Horwatt
If It Weren't for You		Zolotow
Big Sister and Little Sister		Zolotow
The Hating Book		Zolotow

Study Prints:

About Myself Set A

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:	5301	New Zebra In Town
	6509	Tommy and Dee - Dee
	3630	Just Like Me
	3631	Just One Me
	3928	I'm Mad at Me
	3915	I'm Mad at You

INSTRUCTIONAL STRATEGY: LESSONS 1-9

Lesson 1

PURPOSE — To help the students become aware of and gain an acceptance of individual differences.

MATERIALS

1. Task card 1.
2. Film or filmstrip about individual differences.*
   *Suggested films available from Instructional Resource Center, Superintendent of Schools:
   5301 New Zebra in Town
   6509 Tommy and Dee - Dee
   3630 Just Like Me

INTRODUCTION — Say: "Today we will begin learning about ourselves. We want to think about the ways we are all alike and the ways we are different."

CLASS ACTIVITIES

1. View film.
2. Discuss task card questions.

SUMMARY

1. Summarize film.
2. Hear reports from group using task card.

Lesson 2
(May be continued for more than one lesson)

PURPOSE	To learn to recognize and gain an acceptance of individual differences.
MATERIALS	1. Task cards 2 through 7.
INTRODUCTION	Say: "Yesterday we talked about some of the ways we are all alike and some of the ways we are different. Today we are going to learn some more about how each one of us is special."
CLASS ACTIVITIES	1. Small groups or individuals using task cards.
SUMMARY	Reports and sharing from the task cards.

Lesson 3

PURPOSE To assist the students in developing a sense of self-worth.

MATERIALS

1. Task card 8.
2. Chalkboard and chalk
   or
   Felt pen and chart paper.

INTRODUCTION Say: "There are many jobs at home that need doing every day. What are a few jobs that must be done in a home every day?" (Students might name some of the chores, such as meal preparation, laundry, cleaning, etc.) "Very good! Now I am sure that all you boys and girls help at home by doing some of the chores. I want you to think of a chore that you do and pantomime it for us. We will all try to guess what job you are doing."

CLASS ACTIVITIES

1. It may be necessary to discuss the meaning of the word pantomime. The teacher may illustrate by pantomiming a household chore and allowing the students to guess what it is.
2. Students pantomime and classmates guess the activity. (As the class makes task identification, the teacher can add the household chore to a list.)

SUMMARY "You are all good helpers at home. You do such important jobs. Let's read the list of all the jobs we've seen pantomimed."

Lesson 4

PURPOSE To assist the students in developing a sense of self-worth.

MATERIALS

1. Films, filmstrips, or study prints about the importance of individuals.*
   *Suggestions available from Instructional Resource Center, Superintendent of Schools:
   Film: 3631 Just One Me
   Study Print: About Myself, Set A

INTRODUCTION Say: "Yesterday we listed all these important jobs you boys and girls do at home. What important people you are! Today we are going to see a filmstrip about boys and girls your age. We will see how important you are to your families."

CLASS ACTIVITIES

1. View film, filmstrips, and/or study prints.

SUMMARY Discuss films, filmstrips, and study prints.

Lesson 5

PURPOSE To assist the students in developing a sense of self-worth.

MATERIALS

1. Task cards 9 through 16, 23.

INTRODUCTION Say: "Yesterday we saw a film about how important we are. There are so many things that you can do now that you couldn't do just last year. What are some of them? Let's continue learning about ourselves. When I think about myself, I think about Facts and Figures (name, address, hair color, weight, eye color, etc.), Actions (the things I do) and Feelings."

CLASS ACTIVITIES

1. Discuss briefly things students can do now that they couldn't do one year ago; before they started to school; when they were toddlers and infants.
2. Discuss Facts and Figures, Actions and Feelings.
3. Discuss and assign task card activities to individuals and groups.

SUMMARY

1. Reports from students who used task cards.

Lesson 6

PURPOSE To aid the students in learning to recognize and accept their emotions.

MATERIALS

1. Task card 17.
2. Paper (2 pieces per student).
3. Crayons.

INTRODUCTION Say: "Somethings we do make us feel happy. Who can tell me something you could do that would make you feel happy?" (Wait for responses.) "Lots of things might make us happy but some things we do make us feel sad. What is something that might make you feel sad?"

CLASS ACTIVITIES

1. Encourage students to make sad and happy faces at each other and in the classroom mirror to be aware of facial changes. Discuss these - such as eyes, eyebrows, lines, etc.
2. Draw faces.
3. Teacher reads list. Students respond by holding up appropriate face - sad or happy.
4. If time allows the students may enjoy orally finishing the sentences:
   Sometimes I feel happy when .....
   Sometimes I feel sad because.....

SUMMARY Say: "Today we talked about being happy and sad but we have other feelings besides happy and sad ones. What are some other ways you sometimes feel?" (Discussion and responses. It may be necessary to solicit responses by asking questions such as - How would you feel if .....) "We have many different kinds of feelings, don't we and tomorrow we will learn more about our angry feelings."

Lesson 7

PURPOSE To aid students in learning to recognize and accept their emotions.

MATERIALS

1. Film or filmstrips about angry feelings.*
   *Suggested films available from Instructional Resource Center, Superintendent of Schools:
   3928 I'm Mad at Me
   3915 I'm Mad at You

2. Film projector.

INTRODUCTION Say: "Today we are going to learn more about our angry or mad feelings. Has anyone ever gotten in trouble because of their angry or mad feelings." (Discussion) "Sometimes when we are mad we do things that we are sorry about later. Let's see if this film can help us."

CLASS ACTIVITIES

1. View films.

SUMMARY Discuss films.

Lesson 8

PURPOSE To assist students in developing a feeling of competency and to help them become more aware of their environment.

MATERIALS

1. Task cards 18 through 22.
2. Large paper.
3. Crayons.

INTRODUCTION Say: "We are learning so much about ourselves and all the things we can do and all the different ways we feel at different times. Today we will learn even more about ourselves, what we do, who we live with, and where we live."

CLASS ACTIVITIES

1. Discuss and assign task cards.
2. Task card activities.

SUMMARY Students share illustrations.

Lesson 9

PURPOSE

To determine if students have achieved the unit objectives.

MATERIALS

1. Entry Level Assessment.
2. Tape recorder.
3. Tape from pre-test.
4. Task cards.

INTRODUCTION

Say: "Today we will find out how much we have learned about ourselves." (Optional - "Let's listen to the tape we made before the unit began.") "Let's find out how much we know about ourselves now."

CLASS ACTIVITIES

1. If the pre-test was taped, listen to the tape.
2. The Entry Level Assessment may be administered as a group discussion or each student may be interviewed individually (if time and circumstances permit).
3. Free use of task cards.

SUMMARY

Children should feel free to comment on things they've learned. They should feel free to talk about things they liked or disliked in the unit.

ALIKE

AND

DIFFERENT

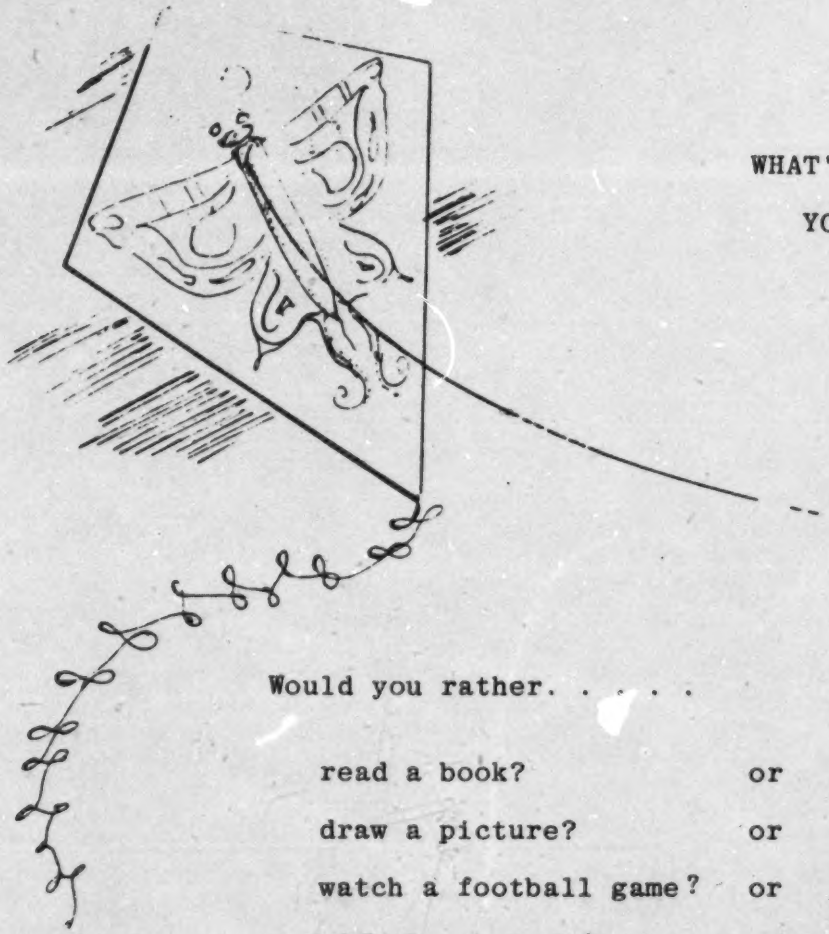
You need:

1. some friends to talk with
2. a teacher or group leader

Talk about these questions:

1. If you wore the same clothes to school as another child did, would people know you were not the other child? How?
2. If another child was reading a story and you had your eyes closed, could you tell who was reading?
3. How are the girls at the top of this card alike? How are they different?
4. How are all of you in the group alike? How are you different?

TASK CARD 2



WHAT'S YOUR CHOICE?

Would you rather. . . . .

read a book?	or	fly a kite?
draw a picture?	or	play baseball?
watch a football game?	or	be in a football game?
ride in a wagon?	or	ride a bike?
go on a picnic?	or	go to the circus?
visit the library?	or	visit a fire station?
watch TV?	or	go on a hike?
go to the zoo?	or	swim at the beach?

I. When this list is read to you, tell which thing you would rather do.

II. Discuss this list with a friend. Did you have all the same answers? Why or why not?

GOOD THINGS TO EAT!

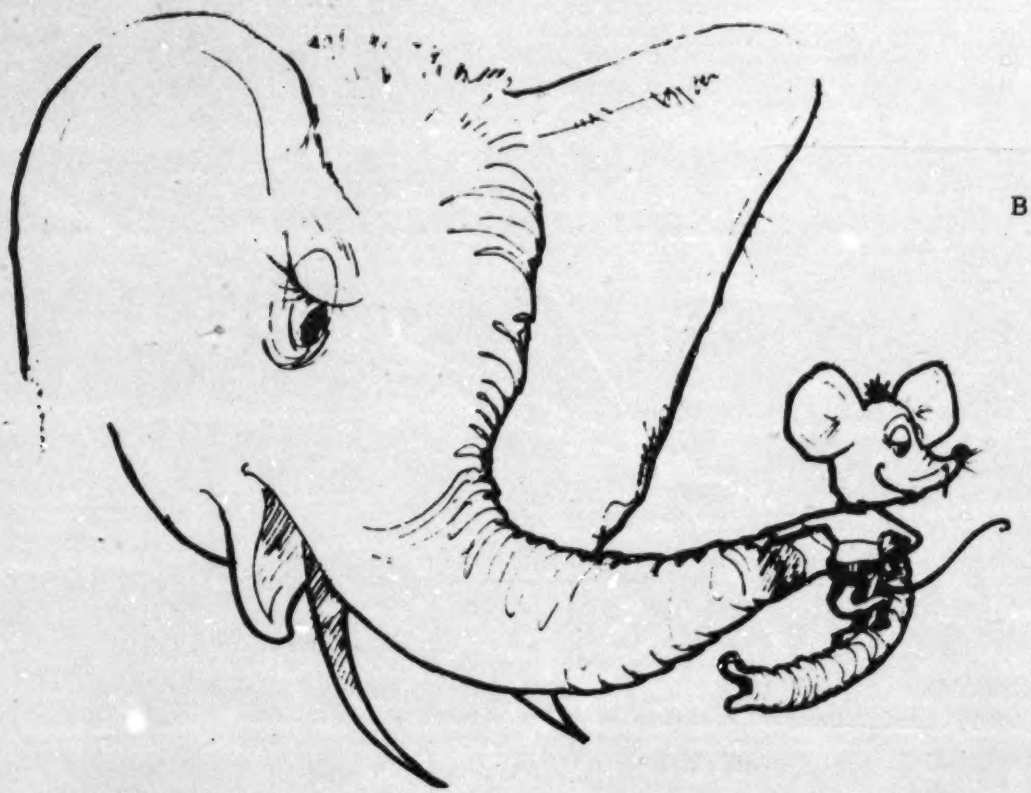
Mmmmmmmmmmmmmmmmm

You need:

1. pencil
2. paper
3. crayons

Write the names of 10 things you like to eat.

Draw them.



BIG

AND

SMALL

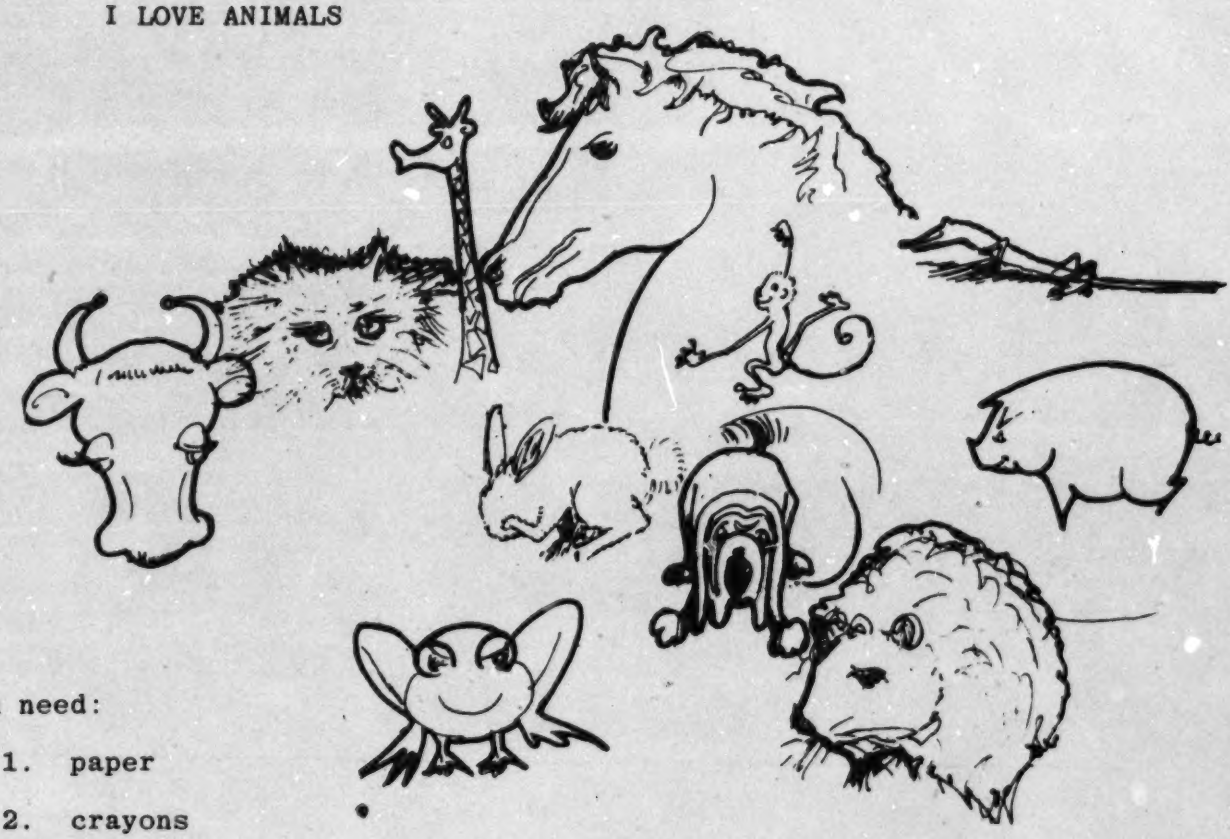
You need:

1. paper
2. crayons

Draw 5 BIG things.

Draw 5 small things.

I LOVE ANIMALS



You need:

1. paper
2. crayons

Write the names of five animals you like.

Draw them.

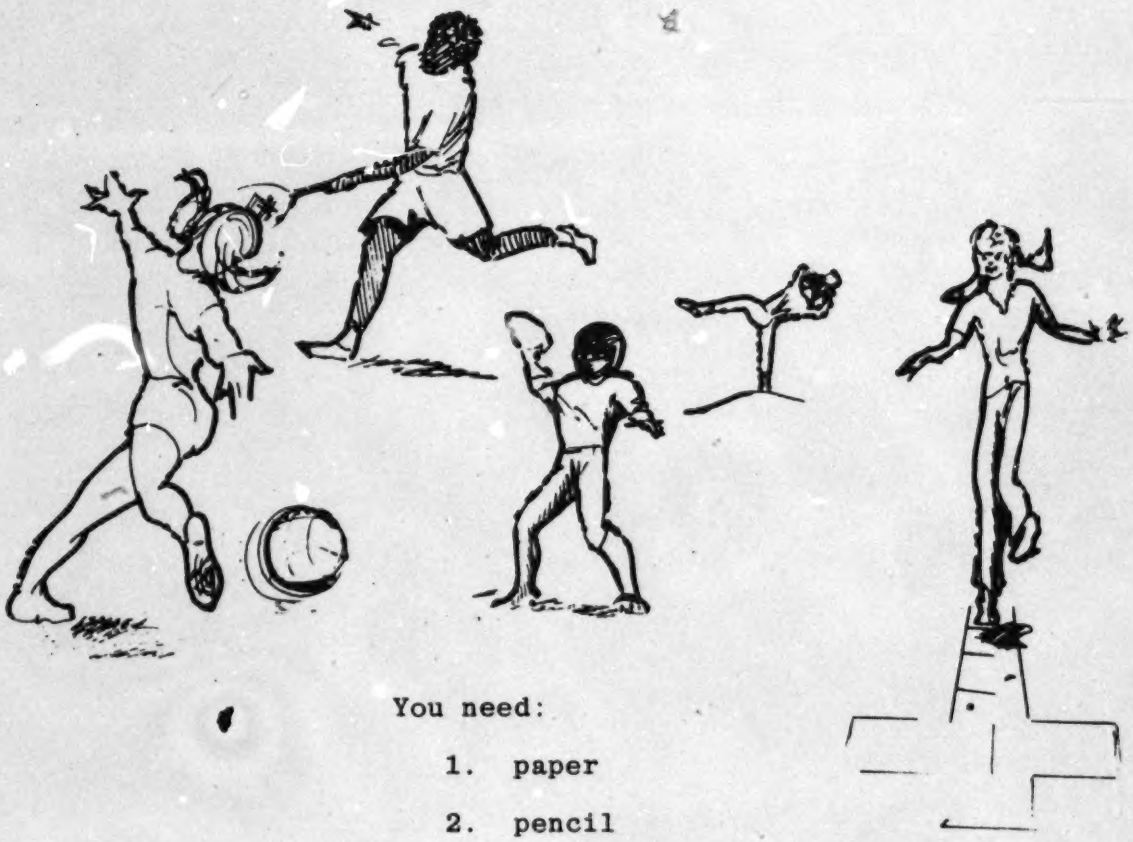
TASK CARD 6

MY FAVORITE COLORS

You need:

1. paper
2. pencil

Write the names of five colors that you like. Color a picture using the colors you like.



You need:

1. paper
2. pencil
3. a friend

Write the names of five games you like. Teach one of your favorite games to a friend. Have fun!

TASK CARD 8

WHO

CAN

GUESS

WHAT

AT

HOME?

You need:

1. some friends

What jobs do you do to help at home?
Choose a job. Act it out for your friends.
Can they guess what job it is that you do to help at home?

THINGS I CAN DO

You need:

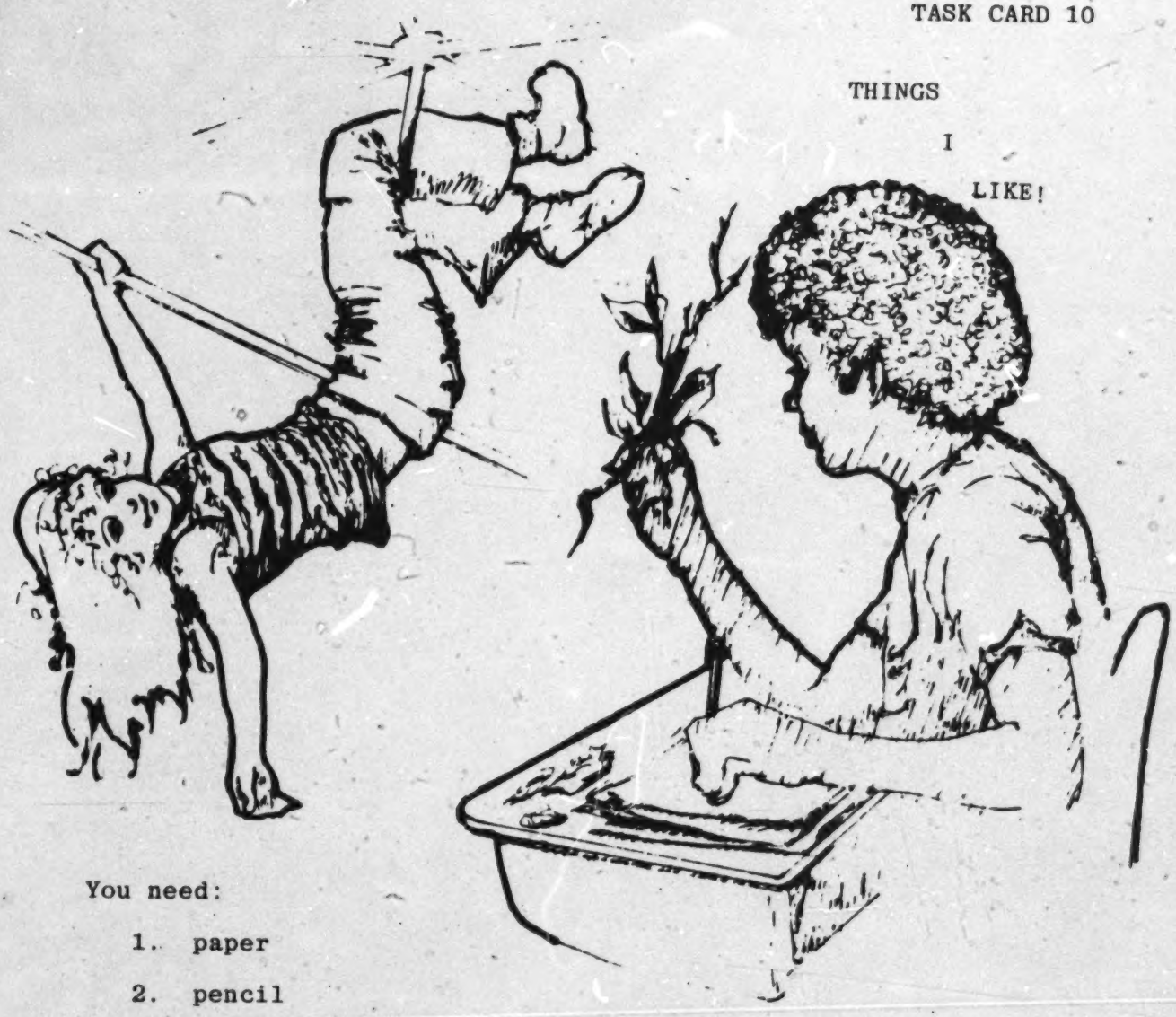
1. someone to talk with
2. paper
3. pencil

I. What things can you do this year that you couldn't do last year?

II. What things do you hope to be able to do next year that you can't do now?

TASK CARD 10

THINGS I LIKE!



You need:

1. paper
2. pencil
3. someone to talk to

I. Name five things you like to do at school.
Name five things you like to do after school.

II. Make a list of all the things you enjoy doing at school.
Make a list of all the things you enjoy doing after school.
Compare your list with a friend's list. Which things did you both list? Are the lists the same? Why or why not?

HOW DO YOU HELP?

Name three jobs you do at home.

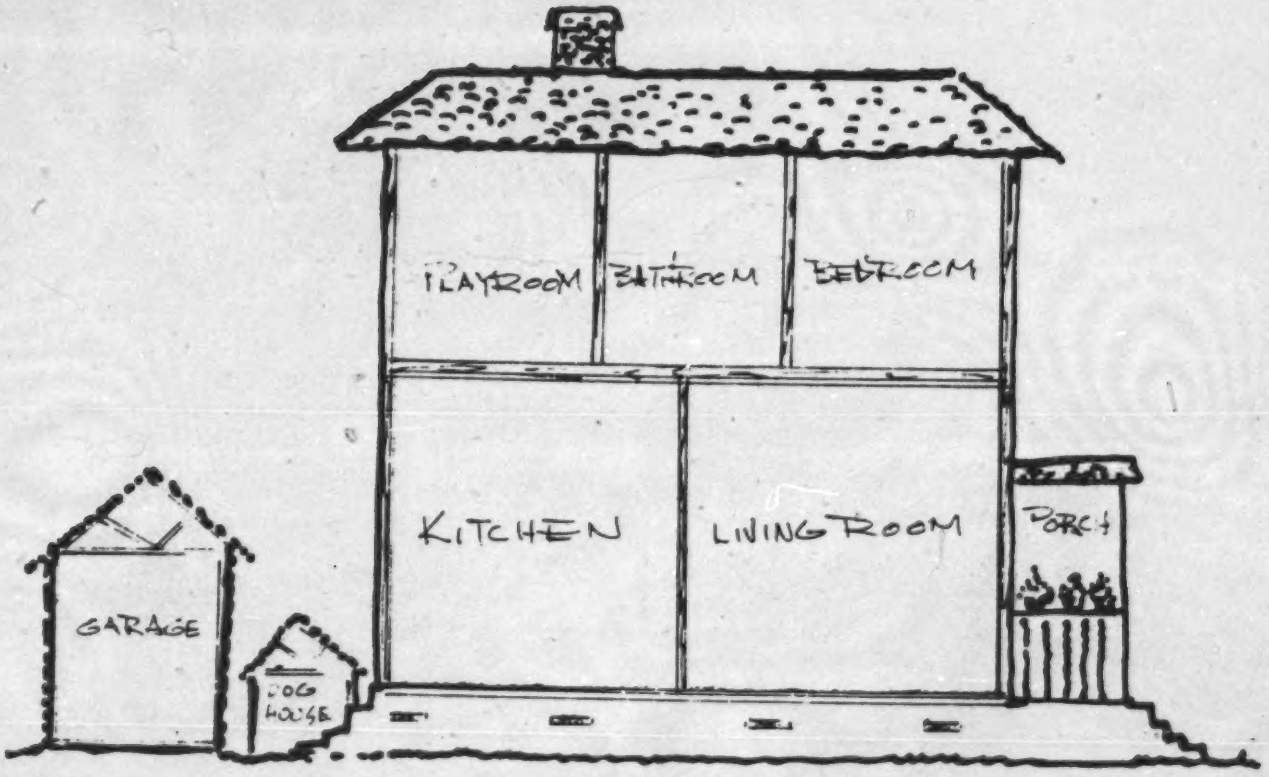
What parts of your body do you use for each job?

Who would do the jobs if you didn't?

Why is each of the jobs important?

TASK CARD 12

HELP THE MOVERS!



Pretend your family is moving into a new house. Your parents have asked you to tell the movers where to put things. Find a good place in the house for each item on the list.

radio	mop	end table	car	refrigerator
mailbox	clothes	lawn mower	TV	rocking horse
teddy bear	bedspread	dog bowl	tools	shower curtain
skillet	sheets	bed	piano	garden hose
washcloth	dresser	alarm clock	Fido	teakettle

I CAN PULL
CAN YOU?

You need:

1. paper
2. pencil

Sure you can pull things. You can also push, pout, and pant!

What other things can you do that begin with the letter "p"?

List them.

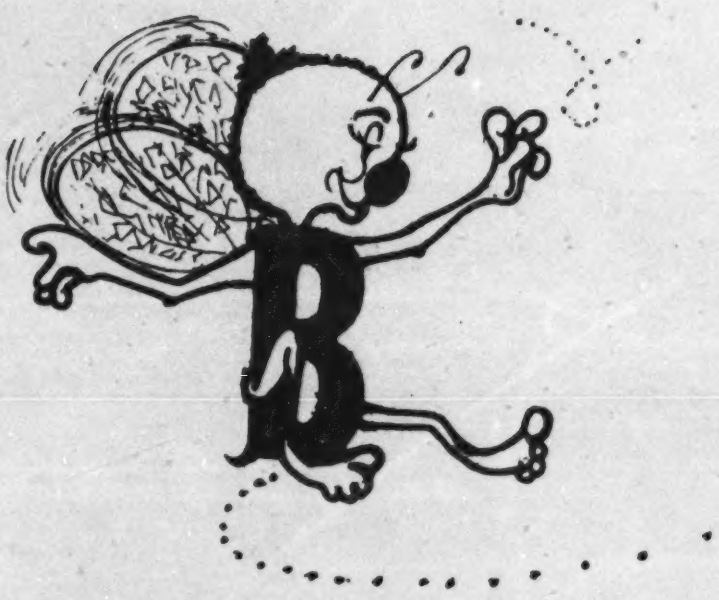
MISS S

You need:

1. magazines
2. scissors
3. paste
4. paper

What things can Miss S do? What things can she be?

Find pictures of these things in a magazine and cut them out. Paste them on a piece of paper.



Draw a picture of the kind of work or play you like that begins with the letter B.

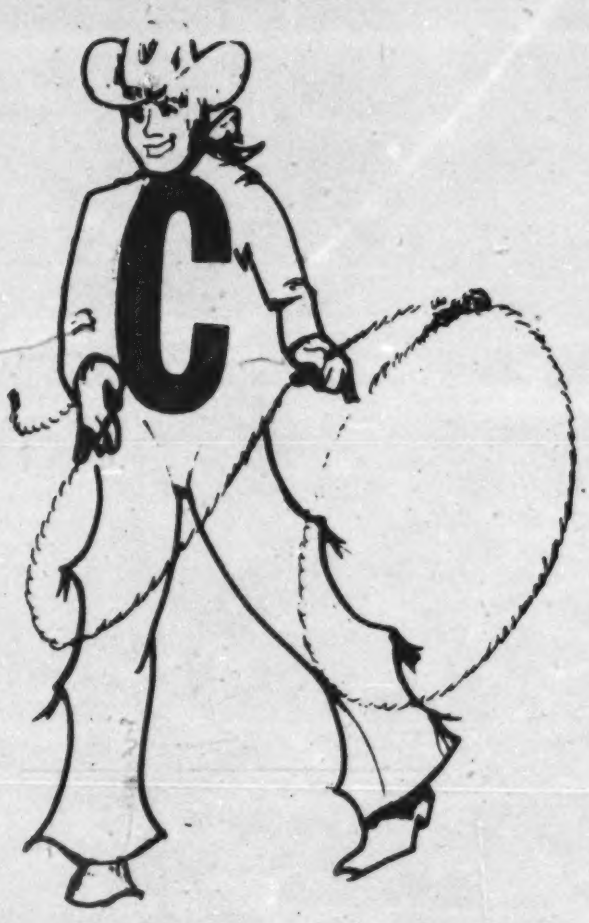
bake

ride a bike

play ball

eat breakfast

TASK CARD 16



MR. C

You need:

1. paper
2. pencil

Make a list of all the things Mr. C can be or do.

Here is a short list. You can add many other things!

Things I can do:	I can be a:
clap	clown
climb	carpenter
cook	cowboy

32

TASK CARD 17

HAPPY HARRY

or

SAD SAM

You need:

1. paper
2. crayons
3. a teacher or group leader

Some things that we do make us feel happy. Some things we do make us feel sad.

Draw a picture of yourself feeling happy. Draw a picture of yourself feeling sad.

When your teacher reads this list of things, hold up the face that tells how you would feel if you did that thing.

HOW DO YOU FEEL WHEN YOU . . .

-hurt your toe

-had fun

-are generous

-waste time

-help others

-are lazy

-tell a lie

-share your toys with your friend

-are selfish

-lose money

-finish cleaning your room

-wake up on Christmas morning

TASK CARD 18

ALONE or with OTHERS

You need:

1. a large piece of paper
2. crayons

Each day we do many things. Some activities we do alone; some activities we do with others. Fold your paper in half. On one half draw pictures of things you do alone. On the other half draw pictures of things you do with others.

Here are some ideas. You will think of many others.

brush your teeth	play ball	clean your room
go to school	read a book	
watch TV	eat dinner	

Share your pictures with your classmates.

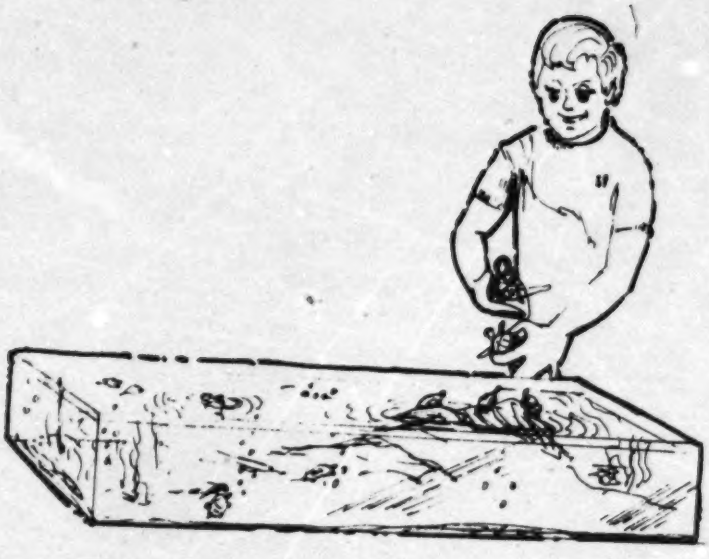
You need:

1. paper
2. crayons

DRAW: you

your family

your pets



YOUR NEIGHBORHOOD

You need:

1. large piece of paper
2. crayons

Draw a picture of your street--include everything you can remember. . .trees, fences, houses, walks.

You need:

1. pencil
2. paper

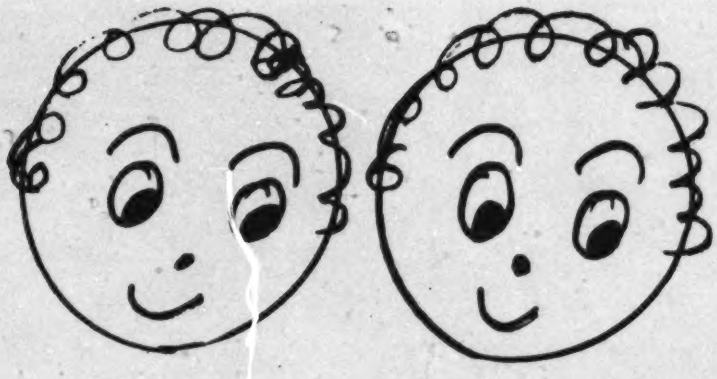
Write the names of ten girls in your class. Color a picture to show the girls having a good time.

FRIENDS

You need:

1. pencil
2. paper

Write the names of ten boys in your class. Color a picture to show something the boys would like to do.



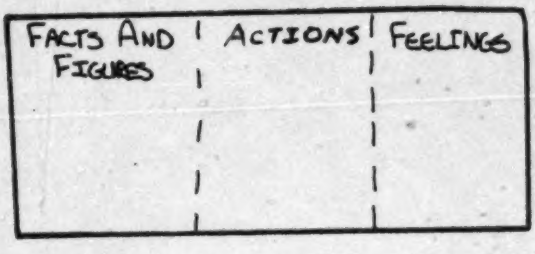
ME, MYSELF, AND I!!

You need:

1. crayons
2. manila, 12 x 18

Divide your paper into three parts. Label the parts.

Make your paper look like this:



Color a picture in each part to show something about yourself. Your teacher can help you label the Facts and Figures, Actions and Feelings.